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ABSTRACT

Contents of this document include brief descriptions of programs, the majority of which are funded under either Title I or III of the Elementary and Secondary Education Act of 1965. Some of the activities were: seminars on integration, an attitudinal change project, a behavioral and learning disabilities project, community services, and cultural enrichment services. Other programs include: family finance, Follow Through, guidance, Head Start, health services, a high school drop-out program, a horticulture project (junior high), and in-service training.

ED 060162

Programs to Improve the Quality of Education

in the

Indianapolis Public Schools

from

1962 - 1970

A report submitted to the General Superintendent by the Instruction Division to describe briefly some of the activities designed to improve the quality of education in the inner-city schools of Indianapolis.

UD 012502

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Compensatory Activities at One School

Preface

The Indianapolis Public School System has for a period of years attempted to meet some of the needs of the inner-city schools through a compensatory education program. Numerous and varied programs have been instituted, equipment and supplies have been provided, and additional personnel has been added. From spring of 1962 until funds were received from ESEA, the compensatory program was initiated and continued through the use of special and voluntary funds and personnel. Since the spring of 1965 most of these programs have increased and continued through federal funds.

This booklet will attempt to summarize all of our programs in compensatory education from 1962 to August 30, 1970. It is hoped that such a summarization will enable us to see the directions in which we have traveled and as a result give us better insight into what our future activities should be. It will describe first the program of two seminars on integration, second the midwinter workshop, and third the functions and recommendations of appointed subcommittees. These three functions seemed to have been the origin of our interest and involvement in the compensatory program. The other areas defined as "compensatory" are listed alphabetically to facilitate their location.

Something About Title I

The Tutorial Program, which was already in operation on an experimental basis in our schools, became funded through Title I at the beginning of the spring semester of 1966. This marks the beginning of our participation in the Title I program under the Elementary and Secondary Education Act of 1965. A complete SRA program was next provided, a reading consultant was employed, and two in-service training workshops were held for the teachers who were to be involved. This booklet will not attempt to show the progression of programs initiated through Title I, but it will present a total picture of our involvement in compensatory education.

Identification

The areas identified as "disadvantaged" are determined by a set of criteria established by the Research Department of the Indianapolis Public Schools. Though it is recognized that every school has within its confines children from all walks of life, the target schools are determined to have "more of" those children whose environment is circumscribed by "more of" the determining criteria than other schools. The two major factors used for identification purposes for the 1969-70 school year are educational and economic. The one social factor used was percentage of children from a school who are admitted to the Juvenile Center during the school year. The following chart lists the identifying elements used to describe each factor.

Educational	Economic	Social
Total Achievement	Incomes less than $3000	Percent on ADC
Reading Achievement	Rental Percent	Percent admitted to Juvenile Center
School Achievement Index	Owner-Occupied Unit Value	
Probable Learning Rate	Laborer Percent	
Pupil Mobility Index		
Attendance Percent		

Seminars on Integration

There were held for interested teachers two seminars on integration. Local leaders in the areas of government, business, religion, and education were the principal speakers at these meetings. Following each speech, the group was divided into small sections at which time pertinent relative problems were discussed.

Midwinter Workshop

Interest in the growth and development of children located in the city schools was stimulated in 1962 at a midwinter workshop designed for this purpose. Indiana University provided quarters for this weekend conference. Approximately 400 teachers from the Indianapolis School System participated. Resource educators in related fields discussed the social and psychological characteristics emphasizing the language patterns of these children.

Subcommittees

In 1964 the Superintendent of Schools appointed a committee consisting of members of the Board of School Commissioners, selected principals, and representatives of the supervisory and teaching staffs. The committee was headed by an assistant superintendent who organized subcommittees with the following general purposes:

1. To organize the members of each subcommittee so that they might implement decisions of the parent committee and contribute recommendations to the parent committee
2. To assess the cost of any proposed program under three classifications
    a. short-range programs
    b. intermediate programs
    c. maximal programs

One school was to be considered a pilot area. (See Compensatory Activities at One School, page 1 in the Appendix.)

The following recommendations were suggested by these subcommittees:

Subcommittee on Curriculum and Instructional Practices

The recommendations made by this committee were as follows:

1. School centers providing remedial and tutorial services as well as guided study opportunities during after-school and Saturday hours, using licensed personnel
2. Extended summer school classes, especially in the primary grades which are not now included in the program
3. Decrease in class size, especially where average class in the building is 33 or more (elementary and junior high school). If rooms are not available to permit the reduction of class size, additional attention may be provided through assignment of "floating" teachers.
4. Development of industrial arts and home economics or crafts classes below junior high school level
5. Adapt present curriculum in home economics and industrial arts to better fit the needs of those pupils at junior high school level
6. Revision of, or new adoption of, textbooks and related materials for these schools
7. Assignment of full-time curriculum specialist to supervise reviewing and making changes in this area
8. Questionnaires for personnel working on committee to determine persons interested in working in our area and their interest areas
9. Begin curriculum revision
10. The assignment of reading specialists in these schools
11. Revision of grading techniques to make them more usable in our schools
12. Provision for each individual school to develop a flexible curriculum with specialists to meet the needs of that community

Report of Subcommittee on Cooperating Community Agencies

This committee agreed on the premise that if children are to be given help in meeting cultural and educational needs, their parents must be involved. This will provide opportunity for the child and parent to creatively share new knowledge and new experiences at home. The project goals were seen as:

1. To raise the educational and vocational aspirations of disadvantaged children and their parents
2. To involve parents in a variety of ways in the activities of their children which relate to school and the educational process
3. To understand parents' goals for their children and to make help readily and easily available to them in their effort to change or adopt new goals more consistent with values and goals of the school and broader community
4. To have resources immediately available to help immigrants adjust to those differences in expectations of the new community and school from those to which they have been accustomed

5. To help stimulate clubs and interest groups and participate in community and school activities in such a way that parents can contribute from their own experience, thus enabling growth in their ability to meet their own needs
6. Seek opportunities to motivate and assist parents toward adult educational facilities
7. To assist in periodic evaluation of the program

Report of Subcommittees on Community, Cultural, and Economic Vista

The responsibility of the subcommittee on Community, Cultural, and Economic Vista was to discover and suggest methods, activities, and programs of learning that society feels are desirable for the full development of the individual. The recommendations made as a result of this committee work were as follows:

1. Personnel

   a. Personnel who work with disadvantaged children must first have a genuine interest in these children and secondly, must possess broad, general, community-centered outlooks.
   b. Additional counseling personnel should be provided those schools with a significant percent of disadvantaged pupils.
   c. Much of the manual labor demanded in business and industry today is closely related to academic knowledge. It could well be a function of the traditional industrial and home arts courses to stimulate an awareness of this fact, and to inspire disadvantaged children to desire proficiency in a demanded skill. Therefore, an extension of offerings in elementary, junior, and senior high schools in these areas is indicated. Additional trained personnel in these areas would become necessary.
   d. It can be imagined that one additional person in each "disadvantaged" school in industrial arts, business education, home economics, vocational education (where appropriate), social service, library, and recreation could do a great service in raising the standards of entire communities.

2. Cultural Opportunities

   a. It is necessary to extend school services to include visits of a meaningful nature to observe business and industry in operation; the same is true of the arts.
   b. A public educational program would help to point out the responsibility business and industry have in assisting with this phase of education.
   c. It is recommended that the cooperation of trade associations and the chamber of commerce be sought to help encourage business and industry to cooperate with the schools in this venture.
   d. An extension of the outdoor education program is recommended.

e. In addition to short visits to various places emphasizing the many valuable and cultural experiences with the out-of-doors, longer-term resident programs are also possible.
f. Expanded opportunities should be provided to the disadvantaged. Maximum participation in the Young Audiences Programs of informal instrumental demonstrations should be arranged. Free tickets to the Young Peoples' Concerts of the Indianapolis Symphony Orchestra with the transportation of pupils to the concerts arranged and paid for would also be beneficial.
g. Enough musical instruments should be available for loan to all children who wish to play unless they can purchase their own. Additional and better trained teachers are needed in the area of instrumental music.
h. The art program should provide for more participation in art exhibits. An important and valuable phase of art education could become that of guidance of a vocational nature in which pupils would learn through study and visits of opportunities for art in advertising agencies, in industrial and business organizations.

3. Libraries

a. What is needed is a library in each school district, preferably in or near the school. From the standpoint of school personnel, it is good to have the school the focal point of the community. This could be accomplished by designating one room or area as the library, and assigning one person the responsibility for caring for the collection.

4. Community Economics

a. There should be established an understanding of basic economics terms as complete as the child of a given age is able to understand and comprehend.
b. Information about choosing a vocational career should be provided for children in the latter elementary grades and continued through high school.
c. Vital factors concerning each type of vocational career should include educational requirements, practical knowledge, personal requirements, job description, salary progression, etc.
d. Meaningful information should be given all pupils about family finances such as budgeting and spending, consumer aids, consumer protection, and investing savings.
e. The use of government services including taxes and public debts should be thoroughly understood by all pupils involved.

This committee was discontinued after these recommendations were made.

Attitudinal Change Project - 1967-68

An experiment was performed in one first grade classroom located in an inner-city school. It was an attempt to create better mental health for the children and the teacher, and to improve the interpersonal relationships between the school and the parents. "A Positive Approach" was the theme of the program. Not only did the teacher, principal, and cooperating teachers use this approach with the children but each parent figure was included in the plan. The parents were required to use the same positive approach at home. They were asked to:

1. eliminate the "no" from the directions they give to their children
2. everyday say something good about the school to their children
3. praise their children at least once everyday about their efforts in school

Reminders were sent home periodically about their part in the plan.

It was hoped that the constant verbal reinforcement of the school to the child that is required by the parent would be "generalized" by the parent and thus cause him to have a more positive attitude toward the school. The positive attitude which the teacher and the parent have would create a better self-image for the child and thus enhance his attitude toward the school. Pupil transency made this experiment and its evaluation ineffective.

Title III, ESEA, Behavior & Learning Disabilities Project - 1968-69 Summer Project

The Title III Behavior and Learning Disabilities Project, Indianapolis, offered a multi-dimensional focus on the defined project objectives. All activities were limited to grades K through 4 in seven inner-city, culturally disadvantaged schools.

The project was involved in a precision-teaching workshop. This workshop had approximately 14 volunteer teachers from project classrooms who met regularly for orientation and supervision of selected behavior modification projects which were to be implemented in the classroom. Didactic material was presented through a series of ten weekly presentations with a specialist in precision teaching currently serving as a consultant. In addition to the consultant's service, a special teaching consultant was assigned to serve as liaison between the activities developed through the workshop and the actual classroom procedures. This resource teacher helped implement classroom activities and dealt with problem areas as they occurred in introducing precision-teaching techniques in the classroom. The teachers had the option of selecting this program for either academic credit in education or psychology from Indiana University, Indianapolis, or receiving a token honorarium.

A series of problem-oriented meetings were held with all classroom teachers at the K through 4 grade levels in an effort to help develop some conception of basic problem areas within the classrooms. On the basis of these grade level teacher meetings, a number of needed changes were identified within the programming at the K through 4 level in the project schools. The consensus of opinion through all grade levels suggested that an alternative approach will have to be made to dealing with the general learning experiences of all youngsters within the project schools. The handicaps specified and the nature of the disabilities implied a need for new approaches in method, techniques, and material which must address itself more directly to the disabilities observed in youngsters within the project schools. The teachers, as a group, felt that a great deal of supplemental activities and techniques would have to be made available to them that they might reach youngsters who currently are not functioning effectively within the regular classroom. Their prime concern was not with the child who presents any severe degree of intellectual limitation or the emotionally disturbed youngster. Their immediate concern was with the overall functioning of the children in the classroom who present profound learning and behavior disabilities of a general nature. The teachers indicated that they could deal effectively with the youngster presenting emotional disturbance or intellectual limitations if the majority of youngsters in the classrooms were exposed to relevant, effective, and meaningful programming. This, therefore, represented the second major broad objective of the project.

As a consequence, small teams of teachers were given released time for the development and creation of programs and techniques which speak more directly to the broad range of disabilities seen in the project schools. Committees were assigned with a small number of teachers at each grade level and these committees were supplemented by consultants from the school staff and state universities. These consultants were specialists in the area of remedial reading, curriculum design, learning disabilities, culturally handicapped children, and teaching methodology. The committees were charged with the responsibility for developing teaching techniques, programming, methods and material which would focus directly upon the handicaps presented by children in the project schools.

1969-70 Fall Project

The primary aim of the project in the 1969-70 fiscal year was to develop a method of intervention which would enable the teacher of a regular classroom to be effective in identifying and remediating the problems of children with learning and/or behavioral disabilities. The long range effect will be to reverse some of the massive underachievement and behavioral manifestations of the failure which is so prevalent in school children. The specific goals were to (a) develop an effective interdisciplinary team that could function in a school setting, and to (b) develop an effective teaching model appropriate to individual and group instruction of children with learning and behavioral disabilities.

The structured observations of the project staff revealed that a significant number of children in the target school classes exhibited behaviors that are classically associated with children with organic learning disabilities and/or children who suffered sufficient emotional conflict as to distort their concept of the classroom experience. These learning and behavioral disabilities, accompanied by the negative influences which are felt to be the result of the home environment of children from low socioeconomic families, make it imperative that classroom teachers learn new techniques of assessment and instruction including the use of different instructional materials.

Differential testing of the teacher-chosen target children confirmed the staff's observational impressions, and pointed up the need for an intensive in-service training program with the classroom teachers. The similarities in the behaviors of children outside the target school area makes it seem feasible to consider the training of school psychologists as a major thrust in the final year of the project.

The target children in two target schools have been identified and their specific deficits isolated. Beginning teaching prescriptions will be used as the foci for individual and group training of the teachers. Structured observation inventories, teacher appropriate tests and group rating techniques have been developed as tools for isolation of the source of nonlearning in children. Instructions in structured teaching techniques (diagnostic teaching) aimed at limiting environmental interferences will be an intricate part of the in-service training for the teachers. The school psychologists will participate in an in-service training program with the project staff prior to their becoming involved with implementation and teacher-training program in nonproject schools.

From the onset of the project considerable attention was given to the attitude of the teacher toward the children who make up the population of the project schools. Moreover, it was the opinion that much of the asocial behavior that was considered characteristic of the population was in fact a symptom of the learning disabilities or emotional conflicts that were aggravated by the classroom situation. Teacher-attitude inventories were administered at the beginning of the project's intervention in the classroom and a revised form will be readministered as a part of the phase-out program.

Community Services - Title I

These services are available for students who are not eligible for help from the Department of Public Welfare but who are unable to meet some of their needs. Included in this service is the purchase of clothing and school books and the payment of admission fees to centers of interest. The need is determined by the principal and/or social worker.

Cultural Enrichment Services - Title I

In 1967-68 buses were provided to transport 2,500 students, parents, and teachers to a demonstration program performed by the Harkness Ballet.

In 1968-69 buses were used to transport children on weekends to three Lollipop Concerts, a Kiddie Kapers Concert, and one Young Peoples Concert.

1. Lollipop Concert: A symphony concert programmed for three- to eight-year old children. Total attendance for children was 876. Number of adults in attendance was 102. Six schools participated in this program. (Tickets funded by Eli Lilly)
2. Kiddie Kapers Concert: A musical concert for kindergarten and primary children. The number of children in attendance was 308. Participating schools and community centers totaled eight.
3. Young Peoples Concert: A symphony concert for intermediate grade level children. One school with 29 children in attendance participated.

1969-70

Five schools participated in two Lollipop Concerts and one New Vibrations Concert (same as Young Peoples Concert). Total attendance for children was 713. Number of adults in attendance was 110.

A total of 495 children attended the Kiddie Kapers Concert. Participating schools and community centers totaled nine.

Family Finance - Title I

In 1964 the schools sent a team to the National Center for Financial Education at the University of Wisconsin to develop materials for elementary teachers, grades 1-8, largely concerned with thrift and personal finance. This was not an inner-city project. However, some discussion of the practical values that could be gained from such a program lead us to reinstitute the work team, utilizing the services of inner-city teachers. In the spring of 1966 a series of six in-service meetings were held, at which the ideas of inner-city teachers in the intermediate and primary grades were solicited in improving education in the areas of personal finance, health, safety, and cleanliness. Then in the summer of 1966 a tentative unit was developed by a team of inner-city teachers. This unit was used by 40 inner-city teachers of intermediate grades, who were asked to respond in June, 1967, with data about the best uses and the most appropriate content to be retained. Teacher evaluations determined that the unit had value in each area of experimentation. As a result 25 teachers used the unit during the school year 1967-68. Their focus in usage was to determine the best area or areas in the curriculum for the placement of the unit.

In 1968-69 this unit titled "Appreciative of Life and Pennywise" was distributed to all teachers of intermediate grades in the inner-city schools. It was designated to be used as a supplement in the areas of social studies, health, hygiene, personal living, and economics.

Follow Through

A behavioral analysis project with a token economy system for some kindergarten children who have previously attended the Head Start program. The University of Kansas is the sponsoring agency for the Indianapolis Follow Through. The program is oriented toward early reading and semiprogrammed material is used. Two parents are paid to work six weeks in classrooms along with a paid aide and a teacher. Two weeks before the first parent completes her six-week stint, another parent is brought in to be trained by the first parent. This continues throughout the school year. The children will be kept together through the third grade if administratively possible. The University of Kansas is responsible for the evaluation. This project is in four schools with seven classrooms.

Food Services - Title I

In 1968-69 breakfasts were served to children in 27 public and four parochial schools. In 1969-70 breakfasts were served in 20 public and 5 parochial schools. This reduction in service was made due to the reduction in the number of schools designated as "inner-city." The purpose of such a program is to provide an adequate breakfast for children whose parents are, for various reasons, unable to assume their responsibilities. The social worker and principals determine which children participate in this program.

The food services department has also bought two trucks which deliver lunches to three elementary schools that have no lunchroom facilities. This service began in September, 1967. It used the facilities of Arsenal Technical High School for the food preparation.

Food services also furnished and prepared the meals for the Outdoor Education Program. This included services for the spring and fall camping programs (See Student Activities #1).

Guidance - Title I

Guidance - Title I - is a general guidance program operating in the kindergarten through eighth grades. Seven certified counselors, employed on a twelve-month basis, have been meeting with classes on a weekly basis conducting group guidance classes, making the pupils more aware of their future educational and vocational opportunities. In addition to the above group sessions, the counselor conducts individual conferences, makes field trips to industry and to the vocational high schools, conducts a special on-board bus tour of industrial sites and uses guest speakers. Visual presentation using movies, filmstrips, and transparencies are an important part of the program. The program is aimed at the junior-high level in an attempt to reach pupils before they make final decisions concerning: (1) dropping out of school, (2) high-school elections, (3) selectinn of vocational courses in high school, and (4) career choice.

During the summer, each counselor visits selected businesses and industries in Marion County where they receive extensive indoctrination concerning occupational opportunities available in the cooperating industries. They become familiar with job descriptions, salary, advancement opportunities, on-the-job training, co-op programs in the various companies, and spend time with foremen and supervisors where they observe or perform the actual jobs. At the end of these experiences, the counselors meet for one week to compile the information they have received and share their experiences with the rest of the counselors.

Information gathered from each company is organized into three areas: (1) general information about the company, (2) training programs and job entry levels for high-school graduates, and (3) types of occupations available. This information on each firm is placed alphabetically in portable expanding files providing practical information on local employment opportunities that is readily available for counseling purposes. A file has been placed in each of the Indianapolis high schools and each participating counselor has a file.

During the summer of 1967 a total of nine counselors (six from Occupational Orientation plus three high schools) visited local firms. The summer program received such favorable reactions that 12 counselors were utilized for the summer of 1968. There will be six counselors used again in the summer of 1969.

Head Start

The Head Start program was initiated in the schools in June, 1965. Though government-financed, the program was organized and directed by the Indianapolis Public Schools under the guidance of the assistant superintendent in charge of curriculum and supervision. The program included the following:

Number of centers - 25
Number of teachers - 55
Enrollment - 914
Average class enrollment - 16.62
Number of substitute teachers - 12
Number of social workers - 11
Number of schools assigned per social worker - 2 or 3
(depending on enrollment)
Number of paid aides - 55
Number of public health nurses - 30
Number of volunteers working directly with the children - 120
Volunteers were secured from the following:
Red Cross
Service organizations
Teachers
Future Teachers of America
Churches
Parent-Teacher groups
News releases
Television spots

Number of preschool teachers training with Head Start program - 42
Number of special consultants working with individual children on problems from Ball State University - 5
Number of buses used - 6
Number of trips scheduled - 1 per week for each group of children
Number of custodians - 1 head custodian and one helper in each center
Number of food specialists - 1

The cooperating agencies were:

1. Indianapolis Speech and Hearing Clinic
2. Central Indiana Optometric Society
3. Marion County Division of Public Health
4. Indiana State Board of Health
5. Marion County Dairy Council
6. Indianapolis District Dental Association
7. Marion County Child Guidance Clinic
8. Butler University
9. Ball State University

In September of 1965 the operation and organization of the program Head Start, although funded by OEO, was placed under the auspices of a nonprofit corporation and was titled Indianapolis Pre-School, Inc. The Indianapolis Public School System provided a special consultant who acts as a liaison person between the Head Start program and kindergarten.

Health Services - Title I

In addition to the regular staff, there have been hired ten nurses, six vision and hearing specialists and several part-time medical doctors. Arrangements have also been made with the dental clinic for any necessary dental work to be done. A health center, located at 1644 Roosevelt Avenue, has been added as a base for this increased service.

In 1968-69 twenty elementary pupils were afforded free eye examinations at the Marion County General Hospital. Dr. Mortimer Mann, ophthalmologist, provided services for ten children on April 29, 1969, and ten more on May 6, 1969. Of these children, those needing glasses were returned to the hospital on May 20, 1969 for the fitting of glasses.

These children, whose parents were financially unable to provide this care, were helped through the efforts of the Bureau of Public Health Nursing.

The public schools provided supervised bus transportation from the schools to the hospital and back. The twenty children came from nine schools.

Between February and May, 1970, one hundred and eighty-two pupils, who failed the vision screening test, were given free eye examinations at the Marion County General Hospital.

Dr. Mann, assisted by the hospital staff, provided services for these children on twelve different days during that period. Bus service was provided through Title I.

Those children discovered to be in need of glasses were returned to the hospital for fittings. Free glasses were provided them by certain private funds.

The Preventive Dentistry Research Institute, at the Indiana University School of Dentistry in Indianapolis, has developed a new method of preventing tooth decay. In cooperation with the State Board of Health, a demonstration program was carried out for the benefit of Indianapolis inner-city school children in grades kindergarten through six. With funding provided through a State Board of Health grant, 19,933 pupils in thirty-five inner-city schools were served.

All treatments were made in the child's school during regular school hours, on one day, February 4, 1970. All materials were provided including a free toothbrush which the child took home. The child was taught how to brush his teeth and then brushed at school with a special fluoride paste. This self-application provided dental health benefits in addition to those provided by the family dentist. The project did not, in any way, replace regular checkups by a dentist. The paste tubes were not commercially labeled, nor obtainable on the open market.

Pupil participation was completely voluntary. Parents were required to give written consent. This program was endorsed by the Indianapolis District Dental Society, the Indianapolis Public Schools, and the Health and Hospital Corporation of Marion County, Division of Public Health. About fifty dentists and 150 auxiliary personnel participated. The elementary principals involved participated in a preliminary planning session in the State Board of Health auditorium on January 20, 1970.

High School Drop-Out Program - Jointly Funded by Title I and School Services

This is a summer program which was originated in 1964. The first year the program was underwritten by Title V of the National Defense Education Act. From 1965 until 1968 the monies have been provided through Title I funds and the summer school budget. For the summer of 1969 all monies were provided through the summer school budget.

This summer project involves five high schools which employ one licensed counselor per school for the month of August. This counselor works with the Indianapolis Anti-Crime Crusade Drop-Out Committee. They counsel parents of dropouts, dropouts, and potential dropouts. In 1964 approximately 39% of the original 605 students contacted were re-enrolled in school. There has been an increase in this percent each succeeding year. Our experience in previous years has enabled us to become much more effective in making contacts and in encouraging these students to re-enroll in school.

This program is no longer operational (June 29, 1970).

Home Economics - Title I

In 1968-69 twenty-one elementary schools participated in the home economics program of compensatory education. Four of these were classes from parochial schools using the facilities of the public schools. It consisted of two career cooking classes, the dine-out program, plus supplementary supplies and equipment. This program began in 1964 and is continued now with Title I funds.

1. Career Cooking Classes
   These classes changed the emphasis from home meals to wage earning. They were held in School #17 and #26 for the advanced, ungraded, special education class. Students are permitted to prepare simple luncheons which are served to small groups. The girls take turns practicing as waitress, bus girl, cook, guest, clean-up crew, hostess, and cashier.

2. Operation Dine-Out
   Though Operation Dine-Out is funded through the Student Activities Program, it is coordinated and supervised by the Home Economics Department. It is a cooperative school and community project whereby eighth-grade boys and girls from inner-city schools are taken to lunch, in small groups, at a middle-class restaurant having table service, after they have had special study and practice. A hostess from outside the school system, a school staff member, and four eighth-grade pupils constitute a group. The purposes of such a program are:
   a. to help pupils develop a socially acceptable self-image
   b. to inspire them to seek a higher living level
   c. to provide them with necessary knowledge and some practice in the approved dress, manners, and customs for dining out
   d. to recognize "dining-out" as an accepted and enjoyable social custom
   e. to help prepare them for their high-school experiences in a broader and more mixed economic and social environment
   f. to provide a culminating reward for pupils completing the dining-out unit

Principals receive funds for the scheduled program at the rate of $1.75 per pupil. The hostess and staff members are required to pay for their own lunches. Prior to spring, 1967, this project was financed by volunteer groups and local social and civic clubs. In 1968-69, four parochial schools participated in this program.

3. Other
   a. Included in the home economics supplementary supplies is the provision for completely furnished sewing baskets that students may use to mend their clothes and to enhance their personal appearance.
   b. This department also maintained three Career Sewing Classes, a Little Chefs Club and one Home Improvement class. Due to changes in personnel these classes were discontinued after 1967.
   c. Sewing Class: Cloth was furnished in limited quantities to those pupils in the inner-city who were no idigents but had difficulty getting sewing supplies for projects. Four Singer "Touch and Sew" machine heads were placed in new walnut cabinets and sent to schools #63 and #60 as additional equipment. A spring 4-H Sewing Club was conducted at School #29. A limited amount of supplies was furnished for the project.
   d. In 1967-68 one supervisor and two teachers from Crispus Attucks High School and George Washington High School, respectively, participated in a workshop for personnel who participated in the Project U.S.O.E. Grant OEG-0-8-000006-1776-C85, "The Efficacy of Home Economics Courses Designed to Prepare Disadvantaged Pupils for Their Homemaker-Family Member Role and the Dual Roles of Homemaker and Wage-Earner." It was held at Purdue University. Purposes of the workshop were:

      1. To provide in-service training for the experimental classes in understanding and working with disadvantaged girls and boys
      2. To analyze their own feelings and perceptions as these might affect their teaching
      3. To develop two new one-year, two-period courses in home economics appropriate for 10th and 11th grade disadvantaged boys and girls
      4. To select and/or develop materials for teaching the courses
      5. Preparation for the organizing and supervising of the employment experience for the pupils

1969-70

This program is no longer operational as a Title I project. One school, however, has continued the Operation Dine-Out through the services of its P.T.A.

Horticulture Project (Junior High)

This program was implemented at Harry E. Wood Junior Division to stimulate an interest in horticulture; to arouse an interest in science; to develop an awareness of landscaping; and to orient pupils of the possibility of horticultural skills as a vocation or an avocation. One hundred pupils are involved in the project.

Industrial Arts - Title I

In 1968-69 there were 37 schools participating in this program with 19 teachers and 917 students in 62 classes. Seven of these are parochial schools. It is interesting to note that due to lack of space, the classes from School 14 were conducted in one of the Catholic schools. Girls were included in the summer program, but shortage of teachers limited the enrollment to boys for the regular school semester. This is an after-school activity.

1. One Home Improvement Class for adults was held at School 26 for seven weeks in 1966-67. This course offered instruction in techniques for improving the home.
2. An electronic laboratory has been established at Harry E. Wood High School through the industrial arts program. Additional equipment has been added to the laboratory since its installation.
3. In 1966-67 instructional textbooks were supplied to approximately 20 schools.

1969-70 - This program is no longer operational.

In-service Training

Not only has the In-service Department held seminars on integration, but it has obtained many grants in education for those teachers who work in the inner-city schools. The National Science Foundation and the National Defense Educational Act provide many summer institutes in which our teachers enroll.

1. Grants in Education - NDEA
   Many scholarships in fields related to the problems of the inner-city have been made available to teachers through these funds. In 1964 one consultant attended Columbia University under such a grant. Provision has been made for a similar grant in the summer of 1967. In 1965 approximately 18 persons were recipients of grants to attend other university programs. In 1966 the number was increased to approximately 35. Participating universities have been Michigan State, Indiana University, Ball State, University of Illinois, and the University of Chicago.

2. Post-Summer School Courses - Title I
In August 1964 we offered the first of three post-summer school courses. Cooperating with Butler University the first two years and Indiana State University in the fall of 1966, the enrollees earned three graduate semester hours of credit. Tuition and textbooks were provided first by the Cummins Engine Foundation and later by Title I funds. Instruction for the course was implemented by paid group leaders and three or four nationally known persons in related fields. This workshop was offered again in the spring of 1967. It was titled "Seminar for Teachers of the Culturally Deprived."

3. Orientation Workshop for Teachers Assigned to Inner-city Schools - Title I
This workshop has been offered for three consecutive summers. It is divided into two sections. One section involves teachers who are beginners and teachers who are new to the Indianapolis school system. The other section includes teachers with one year of experience in the inner-city who seek aditional help in methods and techniques. The workshop is designed to bridge the gap between the college and the classroom of the inner-city schools. Its intent is to give sociological and psychological background information about the people who live in our inner-city, namely the Negro, the Appalachians and the Southern Whites. The group leaders for the workshop are teachers who have been successful on the job in the inner-city.

Some sessions of the 1969 summer workshop were devoted to learning special techniques in the area of reading and in familiarizing the participants with the Indianapolis Public Schools methods of record keeping. Time was also spent in learning about and making certain audio-visual aids which could be used immediately. On the last day each participant met a "buddy teacher" at his assigned school where he received help at the home base toward getting ready for the first day of school.

The textbook for the 1968-69 program was The Teacher and Integration, by Gertrude Noar and the resource book used was Teaching In Depressed Areas, by Harry Passow. Dr. Angeline Caruso, superintendent of district 25, Chicago, spoke to the group on "The Uses of Diversity." All teachers in inner-city schools were invited to participate in the workshop on the day that Dr. Caruso made her presentation.

Sixty-five teachers plus two auditors participated in the workshop. The total number of schools involved was thirty-two.

4. In 1966-67 all of the personnel of inner-city schools were invited to hear Dr. Kenneth Johnson, author of the eight-unit SRA publication, speak on language patterns of the Negro and how it affects his performance in school (#5). (Title I)

5. In 1966-67 two sets of SRA publications were sent to all of the inner-city schools. There were eight units in each set. The principals were requested to use these pamphlets as guides for in-service meetings with their teachers. The publications sent were: Teaching Culturally Disadvantaged Publis by Kenneth Johnson and Auxiliary Personnel in Education by Milton Wartenberg. (Title I)

6. The services of Miss Noar were made available for teachers of the inner-city schools in August, 1968 and November, 1968 to strengthen the integration program in the city schools. Her publication, The Teacher and Integration, was issued to 500 members of the staff for careful study and appraisal. (Title I and School Services)

7. See Teacher Aide Workshop

8. Teacher In-service Workshop on Usage of Teacher Aides - Title I- 1968-69
Seven area in-service meetings were held for teachers on "How to Use Teacher Aides." An exhibit of Teacher Aide-made projects was displayed and the aides in each area demonstrated through role playing the variety of tasks which they might perform for teachers.

9. EPDA In-service Training Project
The Indianapolis Public Schools with Indiana University as the cooperating educational agency were involved in an EPDA project to train inner-city teachers. On a short-term bases the teacher trainees completed work for certification as teachers. They are enrolled in a self-contained classroom in school. Number 52, an inner-city school with all the problems of a low-income, racially mixed community. All 29 of these teacher-trainees have been approached by staff personnel for teaching positions in 1970 in inner-city schools.

Instructional Materials - School Services

In the spring of 1965 through a special fund for intensified education the schools located in the target areas were provided monies ($1.00 per child) to purchase equipment and instructional materials. Each school determined for itself "who" would do the selecting and "what" materials would be purchased. There emerged generally four plans for selecting materials: (1) individual teacher selection, (2) selection by committees, (3) principal-teacher group participation, and (4) principal-assistant principal choice.

The following year the amount was increased to $1.25 per child. At this time the central office provided a suggested list of materials from which they were to make their selections. Many teachers pooled their allotments to purchase more expensive equipment such as overhead projectors, tape recorders, and radios. Other teachers pruchased items for individual assistance such as flannel boards, counting frames, new math aids, and phonetic teaching devices.

Learning-Teaching Laboratory

This project was started in 1968-69 at Crispus Attucks High School. It was designed to utilize audio-visual material with special curricular material made up by the local teaching staff to facilitate the learning of ninth-grade pupils who are two grades or more behind their expected level. Two hundred pupils are a part of the laboratory. The subjects taught are English, physical science, mathematics, and social studies. A trained technician produces the classroom graphic material after consultation with the teacher and the curriculum specialist. Each pupil is expected to progress at least two grade levels in the laboratory during a regular school year.

Libraries - Title I

Former classrooms at Schools Nos. 9, 12, and 52 are being converted into instructional materials centers with the use of funds from Title I. When finished they will be completely equipped.

Title II - Other inner-city schools that received library books and instructional materials were 4, 22, 23, 27, 28, 42, 44, 47, 60, and 110.

Mr. Improve Yourself - School Services

Mr. Improve Yourself was the name of short inspirational programs which were taped for broadcast over WIAN. Its purpose was to help children adopt the attitudes and habits of responsibility--in their school, in their home, and in their community. Speaking informally, Mr.I.Y. suggested ways to improve study habits, manners, appearance, speech, money attitudes, and many others. Occasional guests helped with suggestions and inspiration. This program was broadcast each Monday, Tuesday, and Thursday at 1:50 p.m. It began in 1964. Its material became outdated and was discontinued in 1968-69.

Music - Title I

1. Young Audiences Series, approximately 65 programs, $7,000

2. Special Inner-city Summer Instructional Music Classes, including instruction on band and orchestra instruments in eleven elementary schools. Guitar instruction was introduced in nine of these schools. A budget of $10,000 was provided.

3. Project - Making Music Relevant in Inner-city Schools
In which a young pianist-composer and a copyist-editor were engaged to assist in the development of a new type of instructional materials. A part of the plan is the recording of "play-along" materials by professional musicians to reinforce ear learnings. Materials will be tried in pilot programs during the summer and next fall. Budget, $5,000, includes $2,000 for purchase of guitars (Item #2 above) and $3,000 for services.

4. Summer Music Camp. An allocation of $2,250 was requested to cover student aid scholarships and general camp costs.

National Teacher Corps - Title V-B, Higher Education Act of 1965

The resources of the National Teacher Corps program have enabled the Indianapolis Public Schools to significantly improve the educational opportunities for the culturally disadvantaged youth in the three high school communities and in two adjacent junior high schools: ATHS, CAHS, and HEWHS, plus schools 17 and 101.

Three NTC teams, Cycle I, composed of 12 corpsmen were assigned in September, 1966, to work with the team leaders. Three new teams, four members per team, Cycle II, were assigned for the school years 1967 and 1968 to supplement the program initiated in 1966. The Corpsmen, bachelor degree holders, and team leaders, outstanding teachers from the local staff, are prepared by means of a carefully designed in-service program planned and directed by Indiana State University to strengthen the educational program for children from low income families. During the school year, the university arranges for specially designed courses for members of the NTC to be taught by members of the college staff in Indianapolis on each Tuesday and Thursday afternoon, 2:00 p.m. to 4:30 p.m., Room 601A, Education Center. Seven members of the Cycle II interns returned in September, 1968, to complete the program at CAHS and HEWHS on June 6, 1969.

During the two-year training period, Corps members have the opportunity to earn the Masters Degree. Corpsmen appointed in 1966 in Indiana received the same renumeration as beginning teachers during the school year. Those appointed in 1967 receive $75 per week, and $15 per child, per week.

The corpsmen supplement, but not supplant, existing staffs of the local school system. They serve the schools both by working in schools and by assuming school-related responsibilities outside the school with community agencies. These may include home visits, organizing and directing youth groups, away-from-school tutorial projects, etc. Corps members have tutored individual students and small groups of students; they have assisted teachers in the more effective use and preparation of audio-visual and instructional materials; they have strengthened the college guidance program. They assist the teachers in making more effective use of community resources; they serve as assistants in science, math, social studies, and English under the direction of fully licensed teachers.

This program is no longer operational in 1969-70.

Neighborhood Youth Corps

The Neighborhood Youth Corps, which is also called the Work Training Project, was implemented in the Indianapolis Public Schools in October, 1965. The purpose of the project is to provide part-time employment for students from low income families. During the regular school year a student may work ten hours a week at the rate of $1.30 per hour. During the summer a student may work thirty hours a week for a maximum of $39.00 a week.

The United States Department of Labor provides funds for the payment of enrollee wages and consultant salaries. The Board of School Commissioners provides funds for the payment of salaries to the supervisor and the secretary. The Board also contributes in-kind services including office space, equipment, counseling, and social services.

Operation "S.M.A.R.T." - Title I

This program was planned for 100 above-average fifth- and sixth-grade children who attended inner-city schools. These children were encouraged to extend their knowledge and to expand their creativity in the area and/or areas of their interests.

In the summer of 1967-68 there were five groups operating with 21 schools, 11 high school students, one college student, and five teachers participating in the program. One selected school, centrally located within a cluster of schools served as the base of operation for each group. Each group was guided by one teacher with two, and sometimes three, high school seniors acting as teacher aides. They worked together as a team for approximately 20 children per group.

The format was changed in 1968-69 so that more schools could be involved in the program. The five groups with 20 pupils, one teacher and the high school teacher aides remained the same. The home base for all the groups is School 60. The pupils were transported by bus to this central location. Thirty-eight schools were involved. Each of the five groups worked independently and planned its own program according to the interests of the children. They, however, met together for special interest programs. Breakfast was served to every child. A full time social worker was employed to motivate parental understanding and interest.

1969-70

The number of schools participating in the program was reduced because of the reduction in the schools designated as "inner-city." The number of children participating in the program remained the same. Two full time social workers were employed.

Purpose

1. To build a curriculum around the interests of the participants within a particular group
2. To use this curriculum to challenge the abilities of the participants so that their knowledge, talents, and creative abilities are widely expanded and extended
3. Through group interaction and performance to begin to change the attitudes of the participants toward school and their ability to achieve
4. To give the participants a different and varied background of concepts in the academic subject areas; concepts which they can use to enhance their future performance in school
5. To teach the participants a variety of acceptable ways to use the talents which they possess
6. To locate any specific talents which can be developed and utilized by the classroom teacher
7. To provide a variety of cultural experiences which will enrich the curriculum
8. To further develop "good self-images" for the participants as they perceive themselves
9. To make learning interesting, challenging, and fun

Programmed Tutoring - Title I

This program originated in the fall of 1964 under the auspices of Indiana University. There were assigned 25 tutors in each of two schools. In 1965 this number was increased to 40 tutors in 20 schools. The program was extended in January, 1966, when it became funded by Title I. There were then 75 tutors in 30 schools. In 1968 there were 96 tutors in 43 schools. Tutors have also been used in the summer program. There were 32 tutors assigned in the 1968 summer program. The center of interest in the Tutorial Program is reading in the primary grades.

Until 1969-70 the tutorial program was largely limited to the first grade. Although the procedures were used on a small scale with some success as a remedial program at higher levels, it was evident that material designed for higher level work was needed. This year for the first time theprogram has been extended to the second grade in a field test of materials and programs designed specifically for the second-grade level. These materials are now being revised on the basis of the experience gained in this field test.

The children who take part in the first grade program are chosen from the lower third of their first grade classes on the basis of a predictive index which combines the teacher's prognosis with scores on the Metropolitan Readiness Test given at the end of the kindergarten year. The children so chosen are given an opportunity to participate in the tutoring program. All children are given the same tests to measure achievement during and at the end of the first grade year.

The children who take part in the second grade program are chosen in three ways. Children who were tutored in the first grade are placed in Group I. Children who transferred from other schools are placed in Group II. Teachers select other children having reading problems to be placed in Group III.

The 1970 summer school project consisted of two programs. One program consisted of seven Post Kindergarten classes with teachers using first grade curriculum in the classroom. Each child in this program is tutored two sessions each day in addition to classroom teaching. Thirty teenage high school and college students were hired in addition to the regular adult personnel to participate in the summer tutoring program.

The other program provides tutoring for post-first, second and third grade students who are enrolled in a remedial reading program.

Pupil Transportation - Title I

Seven additional buses have been purchased so that children might take additional field trips beyond those normally provided by the school budget. These buses are also used to transport children to the special education classes provided by Title I (see Special Education).

Radio Programs - School Services

1969-70

"The Negro in America" was broadcast in the fall semester. It is a series of programs designed to provide the personal touch necessary to understanding and appreciating both the problems and the contributions of the Negroes in the decades in which they lived or are living. The programs in Part I of this series are as follows:

Benjamin Banneker
Frederick Douglass
Harriet Tubman
Lewis Latimer
Maggie Lena Walker
Dr. Daniel H. Williams
James Weldon Johnson
Dr. Charles E. Drew
Katherine Dunham
Althea Gibson
Jackie Robinson
Marian Anderson

"Out of Many, One," subtitled "A Nation of Minorities," emphasises the fact that our culture and our people are the product of scores of other cultures and peoples. This series reminds us of the variety of our heritage and our history. It was broadcast in the spring. Races and/or nationalities included in the series are as follows:

The American Indians
The Chinese
The Italians
The Irish
The Jews
The Negroes
The Mexicans
The Puerto Ricans

Remedial Mathematics - Title I

1. The remedial mathematics program began in the summer of 1966 with 36 centers. These after-school study centers have been discontinued. There is still employed through this program a full time remedial mathematics teacher at HEWHS and there have been two math laboratories established and equipped at CAHS and ATHS.

2. Seventh and Eighth Grade Project for Low Achievers in Mathematics - Title I
   a. 1967-68 Project
      An experimental project was conducted in five junior high schools using a specially written text for low achievers in mathematics at this level. The project revealed that pupils can achieve significantly despite cultural and educational handicaps if provided with suitable material, individual attention, and motivating techniques. More suitable materials than a commercial text were discovered late in the year, however, and the project was altered substantially for the following year. (See b.)
   b. 1968-69 Project
      Using the same basic premises as the 1967-68 project but with newly developed instructional materials, the project for the current year was built around consumable materials rather than a hardback text. The schools involved were #26, #41, #42, #44. Teachers were given in-service training in the new materials originally developed in a federal project in the Cincinnati Public Schools. The advantages of the consumable materials include:

      More flexibility
      Short-range goals
      Semiprogrammed format
      Guide discovery
      Greater motivation

Teachers in the current project for 1968-69 are anxious to continue. We hope to expand this to include 12-14 schools for 1969-70.

The supervisor of mathematics made video-tapes of classes in session and used them as part of an address in Minneapolis in April, 1969, at a meeting of the National Council of Teachers of Mathematics. More than 500 persons were in attendance from throughout the nation and many favorable comments about the purposes and procedures of the project were heard.

3. A Remedial Mathematics Program for the Culturally Deprived in High Schools - Title I
This project was conducted at Arsenal Technical High School in 1967-68 and extended in 1968-69. A workshop for the teachers was held in the summer of 1968 where the materials were reorganized and expanded. The pupils were very low achievers with most I.Q. measures below 85 and arithmetic performance about 3rd and 4th grade level. The materials were developed with the following features:

Practice sheets format
Short, specific topics
Reinforcement of positive achievement and attitudes
Individualized instruction using aides or advanced students

Evaluations indicate greatly improved performance in mathematics (within intellectual limitations) and greater evident motivation.

Two major projects were undertaken in 1969-70, one in the intermediate grades, 4-6, and the other at the junior high level, grades 7-8.

1. Intermediate level mathematics project - Math Aides
A project aimed at providing individual and group assistance in remediation of mathematical deficiencies was organized and carried out in the 20 Title I schools in the 4th, 5th, and 6th grades. Teacher aides were employed and trained in the techniques of assisting children to learn using programmed materials. The McGraw Hill-Sullivan programmed units in mathematics for intermediate level were selected. These programmed units were parallel to the regular classroom instruction, for the most part. Diagnostic and achievement testing played a major role in the project. The teacher aides would work with a small group of children taken out of the regular classroom. The aides performed no actual instruction; rather, they managed the programmed materials and tests so that each pupil was given the opportunity to learn and grow. Detailed individual records were kept and an evaluation is in progress.

2. Junior High Low Achiever Project
This is a continuation of the same project as reported for 1968-69 except that the schools were largely changed. The lower 30% to 40% of the pupils with regard to mathematical achievement were placed in special classes at five schools.

The learning materials consisted of the Cincinnati Title III project materials, now available in commercially printed form. The expendable books were supplemented by a set of about 175 transparencies per school. The teachers were provided with aides and an in-service program was carried out. Video tapes of teachers in the project were made.

The evaluation showed that students responded very favorably to the project, partly because of the materials and partly because of the teaching approach, which was somewhat innovative. The project has attracted sufficient attention that the supervisor of mathematics has spoken on the project at national meetings at Minneapolis, Billings, Milwaukee, and will speak at Boulder and Milwaukee again in the summer of 1970.

The major achievements of the project include:

greater pupil interest and motivation
greater pupil participation in classroom activities
improved self-concept
improved achievement
greater teacher enthusiasm

The project will be continued as finances permit.

Remedial Reading - Title I and School Services

The remedial reading program began in the school year 1964-65. It included 52 teachers in 41 schools. The classes met for one hour twice a week. A series of in-service meetings was held to assist teachers in selecting materials and in working out problems. The program also included in its scope: (1) The Aspirant Teacher, (2) Magazines and Books, and (3) Supplementary Supplies.

1. The Aspirant Teacher - School Services
   These are college students who aspire to become teachers and who are assigned to inner-city schools as additional helpers in the classroom. Originally 33 schools received this assistance. The first students employed in this program were assigned as reading tutors. Since 1967 the students have worked in all areas of teaching.

   In the fall semester of 1969-70 twenty-one aspirant teachers were assigned to twelve schools. In the spring semester there were twenty-four students placed in nine schools. This program is one that has been continuous up to and including the present time. It has never been funded by Title I.

2. Magazines and Books
   In 1964 volunteer groups collected books and magazines for use in eight schools. An attempt was also made to raise funds to purchase current weekly type publications. This project was not too successful and was later abandoned, although several hundred dollars were raised.

3. Supplementary Supplies
   Books and remedial reading materials were supplied to the remedial reading classes that were organized before Title I funds were available. Necessary additional equipment has been purchased with Title I funds since its introduction into the program. In addition to the aforementioned supplies, SRA materials were sent to our pilot school to be used on an experimental basis.

The remedial reading program was extended under Title I and in January, 1966, included in its scope a complete SRA program, plus additional remedial reading teachers and after school remedial reading classes.

4. SRA - Title I
The SRA reading project was initiated during the second semester of 1965-66. The purpose of this program was the improvement of the reading curricula of children in grades 1-8 in the participating schools. The project provided for the purchase of SRA Reading Laboratory materials designed to meet the varying instructional needs and interests of the students involved. Thus, an additional daily reading experience was provided for the designated students. The additonal reading instruction was to be within the self-contained classrooms and under the direction of the regular teachers. There were 40 public schools and 11 parochial schools which participated in the SRA program. This program was supervised by a reading specialist. It was discontinued in 1968-69 and the material was assigned as supplementary reading material.

5. Remedial Reading Teachers and Reading Specialists
In 1967-68 there were seven remedial reading teachers placed in the three high schools located in the target areas. In addition there were three reading specialists employed for the elementary schools. Two of these were hired through Title I funds. These specialists served seven inner-city schools. In 1968-69 they served 8 inner-city schools. These services include:

   a. In-service training to teachers to improve their instructional competency
   b. Remedial instruction to a limited number of students
   c. Assisting teachers in all buildings in selecting appropriate reading materials from the supplies at the reading center

6. In 1969-70 a remedial reading program was implemented in the twenty inner-city schools. There were seven remedial reading teachers involved in this program.

   The purpose of the program was to diagnose and give remedial help to those pupils who for some reason other than neurological syndrome are reading one or more levels below their potential level.

   The maximum number of schools serviced by a teacher was three and the minimum number was two.

   Classes met for one hour twice each week.

   Material for the program was distributed from the Instructional Materials Center and returned at the end of the school year.

7. Reading In-service Programs - 1967-68
A six week summer in-service reading program for teachers of Title I schools. Teachers worked with small groups of students in the mornings and received consultant services from a Reading Specialist in the afternoons. They received a stipend of $75 per week. Thirteen teachers participated in this project.

1969-70
A three week summer in-service workshop for Title I reading resource teachers was held to:

1. Develop skill in diagnostic procedures
2. Enable teachers to identify pupils with reading difficulties
3. Enable teachers to develop a program suited to the needs of individual pupils
4. Help teachers use creativity in creating audio-visual materials

Teachers met in the afternoon with the reading supervisor and consultants in a "simulated" setting. Twenty teachers and one general consultant participated in the workshop.

Participants received a stipend of $50.00 per week.

8. Remedial Reading Project at one Inner-City School (#4) - 1967-68 - School Services
The pupils for this project were selected from the 4th, 5th, and 6th grades and were from six months to three years below reading grade level. The program for remediation was planned on the basis of the Metropolitan Reading Test and an individual reading inventory. The work was highly individualized. Specific attention was given to skill development. As a result of the program 93% of the boys' and 81% of the girls' reading scores were improved.

9. BRL Project - 1967-68 - BRL Funded
This was a remedial reading experiment with 17 third grade non-readers in a class of 28 children. The object was to use the Behavioral Research Laboratories Materials to increase the reading levels of these children. This is an individualized program where children after pretesting are placed at a level where they can succeed. They are then permitted to proceed at their own rate of speed. This programmed instruction provides immediate response to reading performance.

The project was in operation for a period of approximately four months. In this short span of time noticeable progress was made by eight of the children. The program was very effective in changing the negative attitudes and behaviors of all the children involved.

10. PIP - Program Improvement Project in Reading
In cooperation with the Indianapolis Public Schools a research team from Indiana University, School of Education Program in Reading, studied means for accomplishing continuous program improvement in the city's E.S.E.A. Title I reading program. The study involved an examination of how decisions are made and whether a special seminar-training program enables teachers and administrators to make program improvement decisions better.

Indianapolis has contributed more than 60 classroom teachers and 20 administrators to work on the project. Indiana University contributed ten research and administrative personnel including the three principal investigators and the project directors.

This study is a preliminary step to the establishment of a "failsafe" school.

Project S.E.E. (Systematic Environmental Enrichment)

A kindergarten project offering a variety of environmental enrichment techniques. There are seven different types of kindergarten classes housed in six schools. The classes include a traditional kindergarten classroom with an aide, a class with an unstructured curriculum, a Montessori-type classroom, an early-reading oriented class, an all-girl classroom taught by a woman, an all-boy classroom taught by a man and a traditional class. Evaluation may reveal what kinds of impact were made upon the children by the varied environments.

Special Education - Jointly Funded Through Title I and School Services

This program includes five achievement classes for the emotionally disturbed, three classes for the trainable mentally retarded, two special method classes for the brain injured, two speech and hearing therapists, and one consultant. The 1967 summer program included two classes for the trainable mentally retarded, four classes for the emotionally handicapped, two speech and hearing therapists, and one supervisor of extended remedial reading with an approximate 20 teachers.

The 1970 summer school program included three classes of emotionally disturbed, three classes of educable mentally retarded, eight classes of trainable mentally retarded and one principal for the TMR classes.

School Community Aides

The major thrust of the School Community Aide program is focused in helping parents recognize, assess, and assume an appropriate role in their child's educational experience. The objective is based on the assumption that parents are interested in their children's school progress. They are, however, often confused about the goals and values of education because of their limited experiences and because of their preoccupation with the basic problems and frustrations of everyday living. School Community Aides through home visits and personal contacts attempt to involve parents directly in their child's school experience.

The overall goals of the program are as follows:

To provide stimulation for the school to reach out for parent participation on a continuing basis both in groups and as individuals.

To give children and parents opportunity for social work services to examine causes for lack of satisfactory and unsatisfying school adjustment and academic achievement.

To provide stimulation for parents' own motivation of children for academic achievement and for more constructive and active involvement in their child's school experience.

To provide activities for parents to learn about and achieve better understanding of goals of the school for their children.

To help parents improve communication skills.

To acquaint parents with resources in the community: educational, recreational, economic, employment, cultural and social work services and to facilitate parents' use of these resources.

School community aides were assigned to 15 inner-city schools. Where possible, aides are assigned to their own residential districts. The personal backgrounds of these aides who live in the same neighborhood and have the same socioeconomic background as the parents, enable them to explain and interpret home problems to the teachers as well as relate to the parents' problems of the school.

The school social workers assigned to the respective schools in most instances assume responsibility for coordinating efforts of aides, principals and teachers into positive programs which would insure a more cooperative relationship between parents and school personnel. Emphasis during the 1969-70 school year was placed on working with parents of the children in the Tutorial Reading Remedial Reading and Remedial Math programs. Parents were involved in group meetings in which programs were explained and practical hints as to how the school experience could be supplemented by the home were given. For parents unable to attend group meetings, follow-up visits were made by the aide to give them the benefit of the group discussion. In some instances kits were prepared which provided materials for parents to use in their home in helping their child.

The project social worker who was assigned to the community aide program carried primary responsibility for orientation and in-service training for the aides.

Parent Tutoring Project - Title I - 1968-69
This project was cooperatively implemented with the C.A.A.P. neighborhood workers. It was designed for children at the first grade level. Parents were asked to give a firm commitment to teach their children thirty minutes per day. They were also asked to come to the school periodically to be taught by a first grade teacher. Seven inner-city schools participated with approximately one hundred parents.

Parent-Teacher Cooperation Program - A Voluntary Program - 1968-69
This program had the same structure as #1 with the exception that the P.T.A. rather than C.A.A.P. was the implementing force. Seven schools participated with approximately one hundred parents.

P.I.E. - Additional Personnel and Materials - 1968-69
The program was funded by a private grant from an individual donor and initiated in January, 1969. Twenty kindergarten classes in five schools located in poverty areas with a total enrollment of 590 children are included in the project.

The project school social worker, along with nine-community aides, twenty kindergarten teachers, five regularly assigned school social workers, and principals in their respective buildings, co-ordinated efforts to assure parents an opportunity for more positive co-operative relationship with the educational program.

The project social worker carried primary responsibility for orientation, training, and supervision of the aides, development of meetings of parents, stimulating teachers and parents to take responsibility for co-operative planning, etc.

The regularly assigned school social workers carried responsibility for social services to individual children and their parents and worked co-operatively with the project social worker and aides in implementing the special program.

The aides, two for each of four schools and one in the fifth, served the districts where their children attend and had income at the poverty level or receive public assistance.

Social Service Program in Title I Areas - 1969-70

Twenty-five school social workers served 22 public elementary schools in the Title I area during the school year. Of these, five were area social workers. Seventeen of the school social workers as well as two social service consultants were on the Title I payroll, as were three stenographers and four psychologists. Title I funds were also used to pay for a school social worker on 3/5 time to serve the Learning Center, a junior and senior high school continuation program for unmarried pregnant girls. In addition, service to Catholic schools was expanded to include five schools as compared to only one during 1968-69. High schools previously assigned to Title I were removed from the program.

Despite a reduced number of school social workers assigned to Title I as compared with 1968-69, service was increased in terms of number of cases. The main direction of service continued to be a broad involvement of the child-parent-community target. Case emphasis during the year developed an increase on family situations, suggesting that the broader focus gained some realization. A further benefit was the result that the school social worker became increasingly identified with the neighborhood, resulting in more requests for service. The area social workers contributed to the attainment of this broader focus since their concentration on environmental services (school relief and routine attendance) permitted regular building social workers to provide service in relation to more complicated problems of clientele such as education, behavior and family concerns. It seems clear that the value of the area worker is now well established. Their efforts have released building social workers from the enormous relief and attendance load they formerly carried.

At School #101, a program was innovated. A teacher aide was taught to handle selected routine (clerical type) tasks usually done by the school social worker. The aide was paid by teacher aide funds and was assigned to the building social workers only two or three hours a day. However, the aide worked full time in the principal's office and was thus available rather regularly.

The social services department is conducting a summer program in selected areas including Neighborhood Youth Corps, Operation "S.M.A.R.T." and fifteen inner-city schools, as well as the Learning Center. Thirteen social workers are participating full time and one, assigned to the Learning Center, is on 3/5 time. Eight workers are assigned to inner-city elementary schools, three are working with N.Y.C. and two are participating in Operation "S.M.A.R.T."

An intensive orientation series of meetings was provided the school-community aides in which administration, consultants, and teachers helped the aides to become familiar with philosophy, goals, methods, classroom procedure, important aspects of curriculum, etc. for the schools in which they serve. Classroom observation and discussion with individual teachers were used. In group discussions the aides evaluated their experiences, and clarification was provided if indicated. Role playing was used enthusiastically and productively in preparation for parent contacts to give help in developing interviewing skills, their own sensitivity to meaning of attitudes and feelings of parents and to evaluating their own responses to parents while visiting. An in-service training program and staff meetings will be held each week for the aides. Regularly scheduled supervisory conferences are held with the project social worker to provide assistance in individual situations which indicate need for referral to other sources of which the aide is unfamiliar or for help to the aide to carry the responsibility herself.

The aides employed had two to four years of high school education and very early demonstrated a high degree of competence in understanding the kindergarten program, in relating individually to other school personnel, and the capacity for productive contacts with parents. Their enthusiasm, sincerity and depth of understanding the feelings, attitudes, and behavior of parents and their problems would seem to justify the assumption that home-school relationships can be improved greatly and parents and teachers can develop a team approach to public education.

Student Activities - Title I

1. The Student Activities Program provides the opportunity for children of the inner-city to take field trips for the purpose of outdoor education. These trips are primarily of one-day duration and are planned cooperatively by the consultant for outdoor education and the teacher. Beginning in the spring of 1967 and for six weeks this service was extended to include outdoor education trips of five days duration. The first session includes a period of six weeks, with 12 groups of fifth grade children (each week) from 12 schools. Concepts in all the subject areas are taught such as science, social studies, math, language arts, geography, art, music, conservation, and health and safety. Agencies who have volunteered services and materials are: The Department of Public Instruction, the State Board of Health, The Department of Natural Resources, Indiana and Purdue Universities, Indiana Central College, The Soil Conservation Service, The I.U. Geological Survey, The City-County Cooperative Extension Service, The U.S. Department of Agriculture, and consultants from the music and art departments of the Indianapolis Public Schools. Each of the aforementioned agencies provides materials, equipment, and leaders who attend each session and actively participate in the curriculum guidance of these children. The preplanning and the follow-up activities are conducted by the classroom teachers and the personnel from the universities.

2. In 1968-69 twelve inner-city schools participated in a four-week spring and two-week fall resident program at Camp Riley and Pioneer Camp at Bradford Woods. One school of three sixth grade rooms had their resident program at the Happy Hollow Settlement Camp.

3. The summer outdoor activities program involves afternoon field trips by approximately 50 intermediate science classes with 17 teachers, plus many science resource persons. Each class meets for three hours once a week for six weeks. The first week is for orientation purposes with a walking excursion to a designated park area. The next four weeks include for each class a bus trip to: (1) Geist Reservoir for Water Study, (2) Holliday Park to study flowers, trees, and animals, (3) a gravel pit to study rocks and fossils and (4) Eagle Creek to learn about geography, ecology, animals, and plants. The sixth week is set aside for tests, evaluations, and exhibits. The same agencies who participated in the spring program are also assisting in the summer excursions and on a voluntary basis. Food is also supplied through food services program.

4. Included under the category of student activities are funds for additional counselors at the band camp site. This camp is held for children who have music potential. It is conducted in the summer for one week (Title I).

5. See Dine-Out program under home economics.

Study Center - One School Coordinator paid by Title I

These centers were originally housed in the seven community centers. Volunteer tutors were assisted by a teacher coordinator from each school. In 1966-67 there were 30 study centers housed in three high schools and 11 centers in ten elementary schools. This service was discontinued for 1967-68. There was one study center using the facilities of a neighborhood church. This center was not funded by Title I but was the extended service of an Episcopal Church. The Indianapolis Public Schools provided a coordinator, plus an in-service workshop for the volunteer tutors. The aims stipulated by such a program were:

1. To give the children a feeling of personal worth and achievement by providing individual attention from an adult
2. To reinforce skills taught in school
3. To enlarge childrens' concepts and increase their vocabulary
4. To encourage the attitude that learning can be fun

Teacher Aides - Title I

1. Teacher aides are currently being utilized in all of the inner-city schools to relieve the teacher of many numerous time-consuming tasks. Aides serve in three basic categories. During the 1969-70 school year, ninety-two aides performed duties as classroom aides. In this capacity, they assisted the teacher in preparing materials, grading papers, supervising pupils, tutoring children and other tasks when directed. Twenty-two aides performed duties as community aides. These aides worked under the direction of the school social worker assisting her with those duties related to school attendance and parental contacts. Twenty aides served as math tutors. These aides would tutor 4th, 5th, and 6th grade pupils in small groups who were underachieving in mathematics.

2. Teacher Aide Workshop
A week long teacher aide in-service training workshop was held in August 1968, 1969, and 1970. The purpose of these workshops was to familiarize the aides with their duties and to train them in certain skills and techniques to increase their efficiency on the job. A separate workshop was held for the three categories of aides described above.

3. In 1967-68 school year two teacher aides were funded to enroll in a noncredit course at Indiana University Extension. The course was titled "Practice in Reading and Study for Self-improvement."

4. During the fall of 1969, 21 women were enrolled in a special teacher aide program designed to provide the teacher aides with basic skills needed to adequately perform aide duties. This program was a cooperative effort between IPS and I.U.-P.U.I. The aides were given 15 college credit hours for class attendance during the first semester of 1969-70. At the beginning of the second semester, twelve of these aides were placed in schools to perform duties as teacher aides. The program is constructed to allow the aide to perform duties as an aide and attend classes at I.U.-P.U.I. until the aide obtains 60 hours of professional credit. Hopefully, the aide will become licensed as a paraprofessional after the completion of the program. This was an EPDA project.

Television Programs - I.T.V. - School Services

1969-70

In general, 45 elementary schools, including 41 inner-city buildings, continued to receive two channels of televised instruction. Thirty-three tele-courses for grades kindergarten through eight were sent through the CCTV cable as well as 1,415 educational film telecasts. Material was selected with the major criterion that it must bring to the pupils activities which it would ordinarily be very difficult or impossible for them to experience any other way, thus broadening as well as intensifying their educational experiences.

Inner-city schools were specifically chosen to start the program because it was felt that television would offer great opportunities to enrich the educational programs in these schools while outer-city schools were chosen as control devices and because television circuitry has been built into the design of the buildings.

All remaining elementary schools will take I.T.V. instructional programs by September, 1970.

"Cultural Understandings" is a fourteen-program tele-course used by the sixth grade. Concepts it develops embody the experiences of minority groups and also represent basic and viable ideas applicable to all members of the family of man. The tele-course is divided into four units as follows:

Asian American
American Indian
Hispanic American
American Negro

Volunteer Services - Title I

1. In 1968-69 there were approximately 139 volunteers working in 11 schools and one church center. A series of four reading workshops were held for those volunteers who were tutors in the area of reading. Teacher in-service meetings were held in some schools to familiarize the teachers and principals with the volunteer program.

   In 1969-70 there were 473 volunteers working in the IPS on a regularly scheduled basis.

2. Supplementary Materials
   Supplementary books, phonetic games, and other materials were purchased for the reading volunteer tutors to use with the children. This marks the beginning of a lending library for volunteers.

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APPENDIX

Compensatory Activities at One School

1962 - 1966

Compensatory Activities at One School

This is a report of some of the compensatory activities that have been carried on at one school to improve the educational opportunities of the children. Because the forces at work in the community affect the child's educational life, some of these will also be included in the report.

Historically it might be noted that many of these activities were started as the result of the Mid-Winter Workshop held at Indiana University during the winter 1962-63.

Kindergarten Enrichment

In the fall of 1963, many new charts, pictures, books and devices to increase the learning background of the kindergarten children were placed in the kindergarten room. These were well used the first year and the present third graders show positive educational attitudes that seem to be traceable to their kindergarten experiences. These materials probably have not been equally well used since then due to the high kindergarten teacher turn-over.

In 1963-64, the kindergarten took many trips to places of interest. Each of these trips was well planned and followed up. Today the children do not seem to remember exactly what trips they took, but in class discussion they refer to things they learned on the trips.

Head Start

In the summer 1965, two Head Start classes were organized. It is very difficult to find any real educational values from the program since the most of the children went into a kindergarten situation that suffered from lack of teacher continuity. Due to marriage, moving and other problems, five teachers were assigned to this class as teachers or long-term substitutes during the year following Head Start.

The greatest gain was the screening of some health and retardation problems. Any lack of gain is not a criticism of the Head Start Program or its teachers, but is the result of an unfortunate kindergarten situation.

Kindergarten Equipment in 1st Grade

In 1963, some kindergarten equipment was placed in first grade rooms to accelerate social adjustment. This has been used hard but used carefully by the children. It is still in good shape. The children learn the social skills of sharing, of working together quietly and of communicating with one another while using this kindergarten material. It seems this equipment is most appreciated by and most important to the children whose homes have the least to offer.

S.R.A.

Starting in 1963, the S.R.A. Reading Laboratories were used in grades 4, 5, and 6. It was used at that time with all the children in the room, placing the children in the particular section of the lab where they best fitted. It was found that the lowest children in the room were seldom able to use the materials effectively. These children were then placed in supplementary reading materials which were at a grade level they could use.

In 1965, additional materials were purchased, using PTA funds. These were used in 3rd grade level and also proved equally valuable.

Achievement tests given in 1964 and 1965 bore out the feelings of the teachers that the children were gaining a great deal through the use of these materials.

The S.R.A. materials were found to function best as developmental reading tools used in addition to regular reading texts. They did not prove too practical as a remedial tool except at the upper grade levels.

Trips

During the school year 1963-64, buses were made available to the school so that each room got to take several trips to places within the city that matched its course of study. Parents were taken on these trips ostensibly as chaperons; however, they were really taken to help involve them in their child's education. As a result of this home involvement and the stimulation the children were given by the trips, the children in the entire school made great gains. These gains were not only in those areas they studied on the trips, but also in subject matter areas that were not directly related to the trips. Excellent positive attitudes towards school were developed in the children and in the parents as a result of these trips.

Job Exploring

Because historically many of the children have dropped out of school rather than graduate from high school, it was felt that some program should be devised to help them realize how important school is to their economic future. Under the job exploring program, 5th and 6th grade children were taken to places where people worked to see what kind of jobs people do and to learn what skills are needed if one is to get and hold a job.

Two major benefits accrued from this program. Children who had trouble expressing themselves orally and in writing, suddenly blossomed as they now had something they wanted to write about and tell about. The second gain, that was most delightful was the fact that each of the themes the children wrote about their experiences included the fact that they now realized they must stay in school if they wished to get a good job.

Job Exploring - contd.

The job exploring program has been continued on a reduced scale, taking advantage of industries within walking distance of the school. Because there are relatively few industries nearby, this program has been limited to the 6th grade only. Even in this limited form it seems to have some definite advantages in developing positive attitudes towards school.

Summer School

Starting in 1964, summer school was held for all grades, 1st through 6th. This was scheduled cooperatively with a neighborhood community center so that there was not a conflict for the children's time. Our classes were scheduled in the morning and the center scheduled its program in the afternoon. Daily vacation Bible classes in the area were scheduled for the time after summer school was over, as was the settlement's camping program for this area. Each summer the pre- and post-test scores have shown gains were made by the children who attended summer school over those who did not. It should be noted that the Research Department feels there is not a large enough sampling to make a significant statement possible. The attitudes of parents and children toward the program have been definitely positive.

Job Books

In 1963, a homework record book was developed following that used in the Banneker area in St. Louis. Children above 4th grade have regular homework assignments. The parents are expected to sign the homework book, signifying that the work has been done. Parents have been quite enthusiastic about the job books, as they are called. Many of the parents cannot actively help their children with the homework because of the limitations of the parent's reading or mathematical ability. They can help, however, by making certain that work-time and place are provided. They seem happy to do this and seem proud that they are making contributions to the child's education.

Early Bird Band

In the fall of 1964, a new instrumental music class was started. The group met from 8:00 to 8:45 a.m. each morning. It was amazing how regularly the children attended this early class. It became a real prestige matter to be a member of the Early Bird Band. This group has not only made a musical contribution to the school but has made an educational contribution as well. The pride that the children have in their band has transferred over to pride in their school work as well.

Supplementary Supplies

With money from Intensified Education funds several items were purchased. The most valuable of these have been overhead projectors and flannel boards. By combining Title I assistance, audio-visual department equipment and PTA funds, an overhead projector is available for every three rooms and a magnetic flannel board is in every room. These make very effective teaching tools and are well used.

Two teacher aides are provided through Title I money. These two ladies have been very effective. They follow a regular schedule of visiting rooms and helping by drilling children in small groups, grading papers and making teaching aids. The time they make available for the teacher to use for teaching is very valuable. It would be difficult to get along without them.

After-School Study Center and Tutoring Program

In 1963, one tutor met with one child each Saturday morning at the neighborhood community center. In 1964 and 1965 this program was expanded, using aspiring teachers, college students, high school seniors and adult volunteers. At first all of the tutoring was done at the center, supervised by one of our teachers. With the expansion of the after-school study center and the tutoring program, a point soon came when there was not room at the center for all the activities. They were then moved to the school.

At present we have thirty volunteers and a like number of children, with a waiting list of twelve more children whom the teachers feel would benefit and whose parents give consent. Our present tutors are all college students or adults. They are supervised by two teachers. One teacher's part in the tutoring program is paid for by the community center. Another teacher also supervises the study center for ten to twenty children two nights a week. Three nights each week children stay after school for remedial reading help and one night a week a group meets for instruction in remedial arithmetic. Attendance in these groups has proved very consistent.

Home Economics

In 1963, the Supervisor of Home Economics helped set up a simple home economics program. Three phases of this are still in operation. A button and repair box is available to the 5th and 6th grades. Children whose buttons are coming off their clothing are taught to replace them. Since there are men teachers in the 6th grade this is probably being done better at a 5th grade level. A shoe shine kit is being circulated to every room in the building. It goes to each room for half day and the children are taught to clean and shine their shoes. The grooming center, with its shower and washer and dryer facilities has proved most valuable as a means for helping our children keep themselves clean. There has been no expressed parent resentment when children are given showers or clothes cleaned for them. However, after we have cleaned up a child three or four times, the family seems to take over this function and the child continues to come to school clean.

Home Economics - contd.

A dentist recently gave the school toothbrushes for each child. These have developed into health lessons, writing lessons and a short puppet show which has been given to the lower grades and will be developed for the PTA.

Trips to Clowes Hall

Through the courtesy of Clowes Hall, we have been given tickets to many of the plays and musical presentations which have been presented. We have used the community center bus to take groups of children. On other occasions tickets have been given directly to parents to take their children in family groups. These trips have given a cultural stimulation to the school which would have been impossible to get any other way. Certainly some of the high interest in the instrumental music program can be traced directly to these trips. The parent attitudes toward the trips have been most encouraging.

Indianapolis is fortunate to have such a fine facility available for its children. The pupils of this school have been particularly fortunate to have been given tickets they could not afford to buy.

Breakfast and Milk

For many years milk has been available for children of the lower grades. The milk was free if the parents could not afford to pay for it. Starting last spring breakfasts were served to children who do not have an adequate breakfast at home. Breakfast is now served to an average of thirty or thirty-five children a day.

It will probably be difficult to prove definite correlation between a child's grades and an adequate breakfast but certainly a child who has an adequate breakfast is better ready to participate in the school experience. Attendance among the breakfast eaters has been more regular than it was before.

PTA

The school has seldom been able to get true parent involvement in the affairs of the PTA. However, parent participation has definitely increased from an average attendance of around 15 or 20 people at a PTA meeting to close to 50 people. Last year stress was put on money management, good diet and helping the child with the school work at the PTA meetings.

While the participation has not been as great as it should be, it's probably very good in view of the number of working parents and mothers with large families.

Parent Classes - Adult Basic Education

In the spring of 1966 a class in the new math for parents was held. Twenty-four parents showed up for the first session and this slowly trickled down to about five who completed the program. While this was not overly successful as far as numbers were concerned, it did serve to break the ice and make it possible for a person to come to class without feeling that he was admitting ignorance or social failure.

This fall a literacy class for adults was started at the community center and developed so rapidly that it outgrew the space available for it. It has now moved to the school. About thirty people are enrolled in the class and attendance averages somewhere over twenty. The adults who come are interested in the program and are enthusiastic about their learning. This can be an important factor in the growth of education in this community.

The Neighborhood Community Center

The Community Center Neighborhood Services has proved to be a very important force for this community. Not only do children learn important social skills but parents are involved in meaningful community activities. The pre-school center, now supported by CAAP at the Center, is the direct result of a pre-school program which was sponsored previous to the federal aid program. One of the activities sponsored at the Center is a used clothing store run by and for the people in the community.

It is the feeling of the staff and of the Board of Directors at the Center that more and more of the authority and responsibility for the operation of the Center venture should be in the hands of those being served. In accordance with this conviction the total management will be turned over to a group of indigenous leaders in February of 1967. This has not been a hasty step, but one that has been preceded by a great deal of careful training and work on the part of the present Board of Directors and of the future Board of Directors. The present Board of Directors will continue to serve on sub-committees in an advisory capacity only. The members of the future Board are showing a great deal of pride and a very responsible outlook. They should do an excellent job.

Southside Community Council

In the spring of 1965, with the cooperation of the Community Center, several meetings were held in the school auditorium to discuss the possibility of forming a council of people in the immediate neighborhood to discuss the problems being posed by the highway. As a result of these meetings, the Southside Community Council was formed under the leadership of its president. This council has proved instrumental in cleaning up the neighborhood, and in providing information to the people of the neighborhood about the coming highway and what their rights and responsibilities were toward the highway. It has been very instrumental in preparing the proposal now being considered by the CAAP Board. It is hoped this proposal will bring some needed services to the south side of Indianapolis.

CAAP

We now have a CAAP office in the school district. People are being given help with moving problems caused by the highway and help in finding jobs. The welfare worker is on hand once a week to help people who are having economic problems. A several-part proposal is now being considered by the CAAP Board. If it is approved, it will bring legal and medical assistance to the people of the community. Both of these services are badly needed at present.

Library

Fortunately, there was a classroom that was no longer needed as a teaching station. The teachers did some careful housecleaning and came up with some extra bookcases. These were placed in the empty room and served as a place for a library. Books for this original library came from three sources -- out-of-date textbooks which were still valid, supplementary books which could be better used by the entire school if they were centrally located, and sample books provided by the Instruction Center. These books have since been augmented by Title II materials. They provided a very fine nucleus for a library center and have been well used.

Two summers ago a small circulating library was set up to help with our summer school program. It was originally planned this would be open one morning a week. The use was found to be so great that this was expanded to two mornings a week. Teacher, parent, and child response to this library center has been most gratifying.

Pre-School

We now have two pre-school centers in our district. These are both under the auspices of CAAP. The kindergarten teacher said there was a definite, observable difference between the children who had had the pre-school experience and those who had not. Because of the changes of kindergarten teachers, I am afraid we will not realize the advantages of pre-school experience to the degree which we should.

Teachers

The teacher is the key to any program in the field of education. There is a spirit of teacher cooperation in this building that is unusual. It results in the staff working together to solve problems.

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Changes

A great concern is that of changing attitudes toward education. Measuring attitude changes is at best difficult and at best subjective. It is felt that the following can be pointed to with a reasonable amount of certainty:

1. The better pupils have shown considerable growth in learning and in attitudes toward education. There is a more positive attitude toward staying in school -- much less talk of dropping out. Whether this is the result of the changes made in school or whether it is a reflection of what they feel the teacher expects, is difficult to say. Only a comparison of drop-out rates in the next few years can truly tell.

2. The school is still not reaching its slowest children, those who are most culturally-deprived. Yet to be found is that magic something which will motivate them to achieve as they should be able to achieve. Blasting these children from their lethargy and stimulating them to want to learn is the school's greatest problem.

3. Some of the families are being reached. Parents are now more concerned about their children's education. More parents realize the necessity of their children having a better education than they had.

4. More and more parents are coming to the school to discuss their problems. It's good to have this relationship and attitude on the part of the parents but sometimes it seems the school is running a social aid referral bureau more than a school. The community, as a whole, is in a period of great unrest. They are still concerned about the effect the highway will have on their homes. Many of the houses are becoming overcrowded as people who are forced from homes in the route of the highway are moving in with other families. Many of the more stable families have moved into areas farther from the center of town. The families who have stayed behind tend to be those who have large numbers of severe problems, social as well as educational.

5. The basic attitude in the community toward the school is a positive one. They feel the school is genuinely concerned for and with their child. They don't always agree with what the school is doing but they seem to have a feeling of trust. It's upon this feeling of trust that the school must build.

The Principal

11-10-69
DR: abs